Turnaround Leaders Academy

for

Transformative Teaching and Learning Leadership

Grant Proposal

Respectfully Submitted to the Indiana Department of Education

by

Marian University

Indianapolis, Indiana

March 26, 2010

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Executive Summary

The Marian University Turnaround Leaders Academy is dedicated to recruiting extraordinary leadership talent from across the United States and refining their values, knowledge, skills, and performances to effect the transformation of low performing schools into academically high performing schools in the State of Indiana.

As an autonomous entity under the leadership of Executive Director, Dr. Thomas J. Enneking, Provost of Marian University, the Turnaround Leaders Academy will interface internally with the Schools of Sciences and Mathematics, Business, Education, Liberal Arts, Nursing, the Center for Organizational Ethics, Richard G. Lugar Franciscan Center for Global Studies, and the Center for Catholic Stewardship. As part of a state-wide information and candidate recruitment campaign, the Academy will meet with business, governmental, educational, civic and community agencies that embrace, as part of their mission, systemic improvement in schools.

A comprehensive, 36 month program, Turnaround Leaders Academy is organized around five Curriculum Strands:

1) Culture of High Performance Schools: Values and Character Integration;

2) Literacy Leadership: Science, Technology, Engineering and Math (STEM) and English/Language Arts;

3) Leadership: Managing Teacher Performance and Student Learning;

4) Statistical Analysis for Teacher Performance and Student Learning; and

5) High Performance Schools: Mentored Residency

During the first 12 months, four of the five Curricular Strands will be delivered through a combination of onsite seminars, online courses, supplemental reading, research, and extensive web-based dialogue and collaboration among participants. The fifth strand, Mentored Residency, is a 24 month program of ongoing professional support in which the participant earns a school leadership role. Leadership Assessment, Support, and Educational Research (LASER) teams comprised of Academy mentors, site-based personnel, and business, civic and governmental executives will provide energetic assistance, counsel, and support that will culminate in explicit and quantifiable improvement in student learning.

Marian University and the Turnaround Leaders Academy are full partners in improving student learning in the Turnaround Leaders' schools and will be fully transparent to all stakeholders throughout the process of transforming low performing schools into academically high performing schools.

The inaugural class of the Turnaround Leaders Academy will consist of two cohorts of 15 participants each, for a total of 30 students. The estimated cost of the three-year Turnaround Leaders Academy program is approximately $15,340 per year per participant, or $46,000 per student total.

Introduction

While armed hostilities of World War II ended in 1945, the fires of social and economic conflict raged on through the last half of the 20th century and continue to this day. The casualties are almost beyond count and comprehension.

The American economy, once powered by mighty engines of capitalism, engineering, production, and manufacturing, has been assaulted and outsourced around the globe, casting adrift both capital and culture. Instruments of culture – faith, family and future – are straining under incredible pressures as each new generation seeks its place and purpose. The fault lines plaguing faith and family are well documented. And the future?

Schooling – teaching and learning – is one of the crucial processes by which we articulate the future. To be sure, the quality of schooling in the United States has drawn scrutiny with increasing intensity and urgency in the public and private sectors at all levels of society – local, state and national. While expenditures for schooling from all sources – local, state and national - have increased systematically during the past 50 years, quality of outcomes continues to languish. That too has been well documented and, as schooling goes, so goes the future. We have a problem.

Need for the Turnaround Leaders Academy

The oil embargo in 1973 sent shock waves across the United States, spawning crisis-mode debate among policymakers and legislatures across the states in search of appropriate short and long term responses to this national emergency. Government leaders in Indiana reacted quickly and began introducing legislative initiatives to address the problem. They looked to public schools for systemic solutions and "accountability" became the major theme. How do we better prepare our students to confront the national and global problems? How do we get a better return on our ever-increasing investment in public education?

By 1975, new school accountability regulations were promulgated in Indiana and representatives from the Indiana Department of Education were dispatched across the state to explain the new rules (Curriculum, or "C" rules) to teachers and administrators in the 300+ school districts. The districts responded with outrage and downright hostility. The backlash was so intense that, following organized pressure from teachers, school leaders, and local and state politicians, the Indiana Department of Education was forced to retreat. What began as an effort by the state to establish and monitor minimum curriculum standards in the schools was diluted to "local" recordkeeping. The districts were not even required to report curriculum to the state. In short, the state's attempt to encourage higher levels of school quality was disarmed and it was back to business as usual in the districts. Nothing was accomplished.

However, the problems with schooling would not go away. By the early 1980s, the crisis had deepened to the point that United States Secretary of Education, Terrell Bell, commissioned a study on the quality of public education in America. In 1983, "A Nation at Risk" was published. The message was ominous:

> If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. We have even squandered the gains in student achievement made in the wake of the Sputnik challenge. Moreover, we have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament.

From "Nation at Risk" to "No Child Left Behind," several national studies and hundreds of university and private foundation studies continued to document systemic erosion in the quality of public schooling as virtually every variable in the process was examined. Various strategies for improvement were proffered: curriculum, instruction techniques, class size, school size, length of school day and year, teacher quality – recruitment, selection, retention – the list and the studies continue to this day.

Of late, there are encouraging strategies in the study of school quality. The deficiencies in public schooling continue to be well documented, but there is an emerging body of research on the characteristics of very successful schools. What do they look like and how do the people in those schools do what they do, even in spite of seemingly overwhelming social and economic obstacles?

Samuel Casey Carter, in No Excuses: Lessons from 21 High-Performing, High-Poverty Schools, sets the stage:

> In particular, the effective practices of high-performing, high-poverty schools point out what needs to be changed in the way our schools involve their parents, train their teachers, test their students, teach their children, and spend their money. By focusing a clearer eye on these five areas – and by emulating those men and women who have brought excellence out of some of the worst conditions imaginable – we can gain valuable lessons for improving the performance of all schools in America.

The focus is clear – "those men and women who have brought excellence." It is still the human dimension - potential transformed into practice and effort transformed into excellence – that is the most powerful variable in highly successful schools. Personal responsibility is essential for high quality teaching by every teacher, for high achievement by every student and for high performance for teachers and students alike by every school leader. No exceptions. No excuses.

The quality of schooling, the teaching and learning process, writ bold, is the obligation of leadership. The purpose of this grant proposal is to develop the structure for the Turnaround Leaders Academy at Marian University, Indianapolis, Indiana.

Turnaround Leaders Academy

Work Plan

Conceptual Framework

Because the teaching and learning process is borne and buoyed by human interaction, it cannot and does not occur in a "values vacuum." Everyone in the school environment is influenced, for better or worse, by values expression from the first day to the last day of the school experience. The integrity of those values that hold sway, that grow to principally influence the school environment, will either affirm and enrich the lives of adults and students, or will diffuse and diminish their lives. There is no neutral option – Either life is affirmed or life is diminished. Values expression must emanate from an intentional, carefully crafted body of ethics and moral beliefs articulated by and manifested through every principal, teacher, support person, and student in the school.

The Turnaround Leaders Academy is established on four foundational value principles, beginning with the ultimate purpose for transformative school leadership and linking those principles on which the mosaic of culture is constructed and integrated:

1. Superior quality schooling informs, sustains, and uplifts American society and economy.

2. Transformative leadership affirms the integration of work and purpose.

3. Values and character strength amplify the good in human endeavor.

4. Applicable knowledge, skills, and performances are required for meaningful citizenship in durable economic and social structures.

The Turnaround Leaders Academy foundational principles emerge from Marian University's broader conceptual framework that embraces the vision of the university to provide education that profoundly transforms lives, society, and the world.

Program Overview

The Turnaround Leaders Academy will produce energetic leaders dedicated to improving the outcomes of schooling by measurable means, motivating adults and students alike to set higher parameters for achievement, and invigorating the school environment with personal and institutional ethics of accomplishment and integrity.

Turnaround Leaders will bring innate and acquired knowledge and skills to organizational development, personnel recruitment, and selection procedures of the highest caliber, curricular and instructional wisdom and innovation, and unbiased data evaluation. Turnaround Leaders will demonstrate a sense of inspired mission and vocation as they enlist community to advance the cause of extraordinary schools.

Because of its unique cross-discipline structure, the Turnaround Leaders Academy will function as an autonomous entity with operational interface between the five Schools – Math/Science, Business, Education, Liberal Studies, and Nursing , the Center for Organizational Ethics and the Richard G. Lugar Franciscan Center for Global Studies and the Center for Catholic Stewardship, all here at Marian University.

Major Objectives

Turnaround Leaders Academy will develop school leaders who:

- are grounded in, and motivated by, an ethical paradigm of honesty, integrity, and productivity;

- dedicate their life's work to transformative teaching and learning leadership;

- recognize the correlation between quality of schooling and the quality of American society, economy, and culture;

- identify accurately the problems in schooling in the United States, in Indiana and in individual schools;

- will convert the vision of transformative leadership into expectations and design processes that result in high performance schools;

- galvanize individual effort and commitment into collective outcomes through the integration of school and community;

- understand social and legal parameters in school operations and manage appropriately and energetically;

- delineate, in order of priority, expected knowledge, skills, and performances in the school environment;

- articulate and monitor the outcomes of curriculum, instruction, and assessment

- place themselves in full transparency and accountability in matters of professional performance for their school.

Quantifiable Learning Growth Objectives

In Turnaround Leaders' schools, students:

- whose academic achievement is below grade level, as identified by specific and appropriate learning assessments, will exhibit a ratio of academic achievement growth to maturation growth greater than 1:1, as measured by normal curve equivalent (NCE) scores.

- whose academic achievement is at or above grade level, as identified by specific and appropriate learning assessments, will exhibit a ratio of achievement growth to maturation growth greater than, or equal to, 1:1, as measured by normal curve equivalent (NCE) scores.

- as a grade level aggregate and identified by specific and appropriate learning assessments, will exhibit learning growth higher than the corresponding Indiana state average.

- as a subject matter aggregate and identified by specific and appropriate learning assessments, will exhibit learning growth higher than the corresponding Indiana state average.

- as a school-wide aggregate and identified by specific and appropriate learning assessments, will exhibit learning growth higher than the corresponding Indiana state average.

- as a school-wide aggregate and identified by specific and appropriate metrics, will exhibit attendance growth greater than the corresponding Indiana state average.

- as a school-wide aggregate and identified by specific and appropriate metrics, will exhibit school graduation rate growth greater than the corresponding Indiana state average.

Information and Recruitment Program

Marian University, the Turnaround Leader Academy, the Sagamore Institute of Indianapolis and the Indiana State Chamber of Commerce will collaborate on a distinctive Information and Recruitment Program to accomplish four objectives:
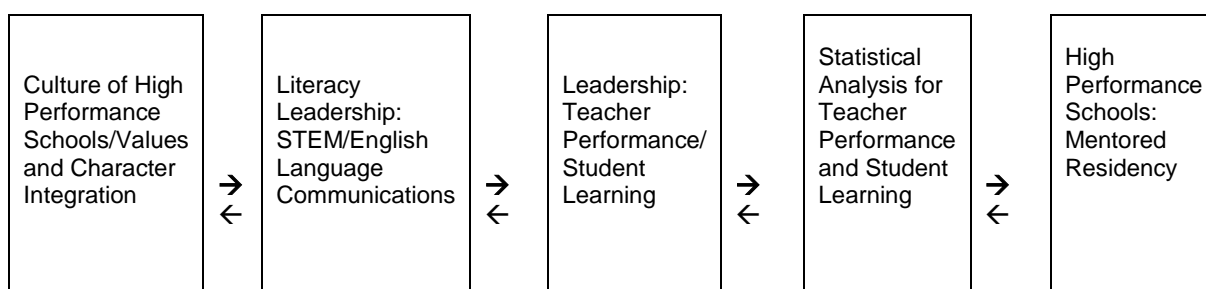
1) to illuminate the severity of the education problem in Indiana,

2) to announce and publicize establishment of the Academy,

3) to develop a recruitment and selection protocol to secure the very best candidates for the Academy, and

4) to recruit leadership from business, education and civic groups to participate in the Leadership Assessment, Support, and Educational Research (LASER) teams as part of the Mentored Residency program (Curriculum Strand V).

To deliver the message, Sagamore Institute and the Indiana State Chamber of Commerce will serve as initial contacts and organizers for informational meetings with local chambers of commerce, economic development groups, educational and civic groups in each region of the state. At the meetings, Sagamore, the Chamber, Marian University, and the Academy will speak with one voice. We will examine in depth the severity of the problem, reinforce a sense of urgency, describe strategies for leadership improvement, describe how improvement will be measured, and issue a call to action and an invitation to meaningful involvement in solving the most serious long-term problem facing our state.

Program Structure

As a comprehensive 36-month program, Turnaround Leaders Academy Program Structure includes five integrated Curriculum Strands:

Culture of High Performance Schools/Values and Character Integration	→ ←	Literacy Leadership: STEM/English Language Communications	→ ←	Leadership: Teacher Performance/ Student Learning	→ ←	Statistical Analysis for Teacher Performance and Student Learning	→ ←	High Performance Schools: Mentored Residency

Curriculum Overview: Strands, Supporting Coursework and Supplemental Readings

Specific coursework described and supplemental readings included in this proposal are representative of the courses and literature to be developed and utilized in the Turnaround Academy. Final design may include all or selected portions of coursework and supportive study materials.

Strand I: The Culture of High Performance Schools:

Values and Character Integration

The Culture of High Performance Schools: Values and Character Integration establishes the organizing themes and principles that are woven throughout the course of study and continues with The Culture of High Performance Schools/Values Integration: Mentored Residency. High Performance Schools and Values and Character Integration represent the "double helix" of the Turnaround Leaders Academy curriculum and residency structure. Embracing all aspects of school culture, the focus ensures powerful teaching, superior student learning, thorough school-wide achievement metrics, appropriate character development, and strong moral value expression. Marian's affiliation with the Greenleaf Center for Servant Leadership serves as a catalyzing force in developing servant leader legitimacy.

Supporting Coursework:

Accenture Corporation: Supply Chain Academy (SCA) "Optimum Quality: Overview and Quality Improvement Methods"

Supplemental Readings:

S. Carter: "No Excuses: 21 lessons from High Performance, High-Poverty Schools", etc.

J. Kotter. "The Heart of Change: Real-Life Stories of How People Change Their Organizations. Harvard Business Press, 2008.

T. Rath and B. Conchie. "Strengths-Based Leadership". Gallup Press, 2008.

R. Greenleaf. "Servant as Leader". Robert K. Greenleaf Center for Servant Leadership. 1988.

R. Nisbett. Intelligence and How to Get It: Why Schools and Cultures Count. W.W. Norton and Company. 2009.

Strand II: Literacy Leadership: Science, Technology, Engineering, Math (STEM), and English Language Communications

Marian University is one of five universities that comprise the Leadership Policy Group for Science, Technology, Engineering and Math (STEM) initiatives in Indiana schools. Turnaround Leaders will apply concepts and techniques in the design and implementation of complex information and decision support systems with an emphasis on systems management. Additional focus will be on distributed systems analysis and

design, knowledge creation, capture, sharing, quality assurance and performance metrics. The most promising initiatives in integrating scientific thinking into the curricular and instructional processes will be examined, including Cognitive Acceleration through Science Education (CASE), Vygotsky's Zone of Proximal Development, Feuerstein's Programme of Instrumental Enrichment, the Pupil Researcher Initiative, and the STEM inspired Science Across the World project. This curriculum strand also provides participants with skills and knowledge in using the results of screening, diagnosis, progress monitoring, and outcome reading assessments to guide instructional decision-making in grades K–12. Topics include assessment-driven intervention, including the selection of core and supplemental reading programs and appropriate instructional strategies. Curricular knowledge is integrated with data driven instruction and assessment in Curriculum Strand IV.

Supporting Coursework:

Florida State University Online System: Educational Leadership/Systems Management examines knowledge management and business intelligence from an organizational perspective covering principles of knowledge management and business intelligence. Topics include strategic issues; systems design and development; and knowledge creation, capture, sharing, and application. This course is designed to develop a conceptual framework for integrating fundamental management concepts, principles, theories, and practices into an effective, personal management process that relates to information organizations of the 21st century.

Supplemental Readings

National Governors Association: "Innovation America: Building a Science, Technology, Engineering and Math Agenda." 2007.

STEM Education Coalition. 2008.

Best Practices for High School Classrooms: What Award-Winning Secondary Teachers Do. Corwin Press, Inc. 2002.

How Leadership Influences Student Learning. Review of Research. Leithwood, Kenneth; Louis, Karen Seashore; Anderson, Stephen; Wahlstrom, Kyla. 2004.

Leadership for Learning Improvement in Urban Schools, Bradley S. Portin, Michael S. Knapp et al. 2009.

Improving Leadership for Learning: Stories from the Field, Dale Mezzacappa, Holly Holland, Liz Willen, Richard Lee Colvin, Ron Feemster. 2008.

Strand III: Leadership: Managing Teacher Performance and Student Learning

Turnaround Leaders will develop multi-layered negotiation skills for successful leadership in organizational environments that are governed by collective bargaining and other labor agreements. Studies will focus on implementing effective student learning practices in a restrictive labor-management relationship. Strategies for recruitment/selection of high-performing personnel, and implementation of optimum quality measures will include development and evaluation of personnel selection techniques including mental ability tests, personality inventories, interviews, work simulations, biographical information, and drug tests. Strategies for evaluating the validity, fairness, and overall utility of a selection process will be addressed. Further study includes conceptual and practical issues concerning job analysis, criterion development, and performance measurement, including performance appraisal, training and development, personnel selection, administrative decisions, and compensation. In-depth analysis of industrious, high-performance teaching and learning environments, such as Doug Lemov's work on the Taxonomy of Effective Teaching Practices, will be studied as the standard for high-performance teaching and learning environments.

Supporting Coursework:

Accenture Corporation, Supply Chain Academy (SCA), nine part series on Negotiations:

1. Introduction

2. Internal Negotiations

3. Planning

4. Developing Plans

5. Stakeholder, Team and Committee Group

6. Strategies and Tactics

7. Conducting Negotiations

8. Impact of Culture on Negotiations

9. Achieving the Results of the Negotiations

New York University, Graduate School of Psychology: G89.2070 - Personnel Selection – Development and evaluation of personnel selection techniques, including mental ability tests, personality inventories, work simulations, biographical information, and drug tests. Strategies for evaluating the validity, fairness, and overall utility of a selection process are addressed.

New York University, Graduate School of Psychology, G89.2071 – Performance Measurement and Rewards – Conceptual and practical issues concerning job analysis, criterion development, and performance measurement. Turnaround Leaders will review alternative approaches and evaluate their use in providing information to meet various organizational objectives, including performance appraisal, training and development, personnel selection, administrative decisions and compensation.

Supplemental Readings:

N. Taleb. *The Black Swan; The Impact of the Highly Improbable.* Random House. *2007.*

W. Ury. *The Power of a Positive No.* Bantam Books. 2007.

D. Lemov. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College.* Jossey-Bass. 2010.

Strand IV: Statistical Analysis for Teacher Performance and Student Learning

The Indiana Department of Education is implementing an innovative value-added statistical analysis program for all P-12 public schools students. Known as the Indiana Growth Model, emphasis is on measuring student growth individually and collectively over time to establish metrics for normed growth in student learning. Statistical Analysis is tiered throughout this sequence to build capacity in Turnaround Leaders for accurate analysis of student learning and teacher strengths, and to establish teaching and learning matrices in an interlocking network of classroom subject matter, grade level, and building level metrics to build overall performance expectations.

Coursework:

University of North Carolina Online System: Inferential Statistics, ST507/508. The Turnaround School Leader will study the use of descriptive and inferential statistics in behavioral science research. Methods for describing and summarizing data presented, followed by procedures for estimating population parameters and testing hypotheses concerning summarized data. Presentation of use of a statistical model to represent structure of data collected from a designed experiment or survey study. Opportunities

provided for use of a computer to perform analyses of data, to evaluate proposed statistical model and to assist in post-hoc analysis procedures. Least squares used to integrate topics of multiple linear regression analysis, the analysis of variance, and analysis of covariance.

Indiana Department of Education: Indiana Growth Model. Compares individual students to students who started at the same level of achievement to determine relative growth, assesses growth for every student and aggregates student data to the group, school and corporation levels.

Supplemental Readings:

Indiana Department of Education. "Indiana Growth Model". Indianapolis. 2010.

Qualitative research on leadership: A critical but appreciative review, Department of Social Sciences, Loughborough University, Loughborough, Leicestershire LE11 3TU, England, UK. 2004.

Mertler, C. (2002). *Using standardized test data to guide instruction and intervention.* College Park, MD: ERIC Clearinghouse in Assessment and Evaluation (ERIC Document Reproduction Service No. ED470589)

Strand V: High Performance Schools: Mentored Residency

The Culture of High Performance Schools: Mentored Residency places the Turnaround Leader in a school leadership role, supported for two consecutive years by a Leadership Assessment, Support and Educational Research (LASER) team, comprised of a Marian University Mentor/Supervisor (with primary responsibility for the team); a senior school executive; and representatives from the business or civic community. The LASER team will provide highly energetic and meaningful experiences which will prepare Turnaround Leaders for extraordinary leadership in school environments specific to Indiana, including emerging Indiana Department of Education initiatives, Indiana's student learning growth model program, and the School Leaders Licensure Assessment protocol. The LASER team will conduct significant observation, mentoring, support, and statistical research to assist the Turnaround Leader in building capacity for change and fostering an environment of systemic improvement.

Distribution of the Coursework

Seminars for the five Curriculum Strands are distributed over a twelve month period, and serve as the integration and synthesis of on-site and online courses and supplemental reading responsibilities.

MONTHS	DESCRIPTION	STRAND	DURATION	SUPPLEMENTAL PROGRAM SUPPORT
1A	Orientation			
1	Culture of High Performance Schools/ Values and Character Integration	I	5 days 8 – 5	.onsite/online courses .selected readings
2	Culture of High Performance Schools/ Values and Character Integration	I	1 day 8 – 5	.onsite/online courses .selected readings
3	Culture of High Performance Schools/ Values and Character Integration	I	1 day 8 – 5	.onsite/online courses .selected readings
4	Literacy Leadership: Science, Technology, Engineering, Math (STEM), English Language Communications	II	1 day 8 – 5	.onsite/online courses
5	Literacy Leadership: Science, Technology, Engineering, Math (STEM), English Language Communications	II	1 day 8 – 5	.onsite/online courses
6	Leadership: Managing Teacher Performance and Student Learning	III	1 day 8 – 5	.onsite/online courses .selected readings
7	Leadership: Managing Teacher Performance and Student Learning	III	1 day 8 – 5	.onsite/online courses .selected readings
8	Statistical Analysis for Teacher Performance and Student Learning	IV	1 day 8 – 5	.online course supplements
9	Statistical Analysis for Teacher Performance and Student Learning	IV	1 day 8 – 5	.online course supplements
10	Culture of High Performance Schools/ Values and Character Integration	I - IV	2 days 8 – 5	.selected readings
11	Culture of High Performance Schools/ Values and Character Integration	I - IV	2 days 8 – 5	.selected readings
12	Mentored Residency: Orientation and Implementation	V	24 months	LASER Team Partnership

Program Overview - Development Timeline: by May 1, 2010

    a. conceptual framework for transformative leadership

    b. program overview and objectives

    c. recruitment and selection model/communication to external publics

    d. business model development

    e. program personnel role identification

    f. program assessment and evaluation

Curriculum Overview - Development Timeline: by June 1, 2010

    a. curriculum strands development from conceptual framework and program overview

    b. specific course/supplemental support: alignment with curriculum strands

    c. delivery matrix (onsite online, hybrid, – seminar semester, interval)

    d. local, state, and national expert faculty identified

    e. curricular assessment and evaluation

Mentored Residency Program - Development Timeline: by June 1, 2010

    a. coordination of Curriculum Strands I-IV with Mentored Residency Learning Growth Project (See Quantifiable Learning Growth Metrics, pg 9)

    b. structuring of mentored residency experience

    c. development of Leadership Assessment, Support, and Educational Research (LASER) team duties and responsibilities

    d. residency program assessment and evaluation

Prior Experience

Marian University has collaborated with several state and national agencies to develop and implement programs that 1) improve the teaching and learning process and 2) improve student learning. The program planning and implementation is very similar to procedures for developing and implementing the Turnaround Leaders Academy.

In 2007, Marian University entered into an agreement with The New Teacher Project (TNTP), based in New York City. TNTP recruits and selects high-ability, energetic

teacher candidates, predominantly career changers, for placement in high-shortage subject areas in high-need schools. TNTP (referred to locally as the Indianapolis Teaching Fellows, or ITF) has 138 teachers in Indianapolis Public Schools and other schools in Marion County. Marian University is the higher education partner providing initial teacher licensure through the Master of Arts in Teaching program. This partnership is a successful one and is gearing for expansion as need in these areas continues to increase. The contact for The New Teacher Project is Ariel Rozman, Chief Executive Officer: arozman@tntp.org and/or Layla Avila, Vice President of Teaching Fellows Programs; lavila@tntp.org.

In 2008, Marian University initiated Project IGNITE, a tutoring program for charter schools in Marion County who needed Title I tutoring in mathematics and English/language arts. Through evaluation by quantitative analysis, Project IGNITE has effected statistically significant improved student learning in those areas. The contact for Project IGNITE is Dr. Judy Bardonner: jbardonner@marian.edu.

Also implemented in 2008, Marian University entered into an agreement with Teach For America, also based in New York City. Teach For America (TFA), like TNTP, places high-ability, energetic teacher candidates, predominantly new graduates from the best colleges and universities in the United States, to teach in high-shortage subject areas in high-need schools. TFA has 100 teachers in Indianapolis Public Schools and other schools in Marion County. Marian University is the higher education partner providing initial teacher licensure through the Master of Arts in Teaching program. This partnership is also a very successful one and is gearing for expansion as need continues to increase. The contact persons for TFA are Wendy Kopp, Chief Executive Officer: wkopp@teachforamerica.org, Kira Orange-Jones, Executive Director of the Greater New Orleans Teach For America:Kira.OrangeJones@teachforamerica.org and/or Jason Kloth, Executive Director, Teach For America-Indianapolis: jkloth@teachforamerica.org.

A third partnership implemented in 2008 is with the NativityMiguel Network of Schools. NativityMiguel is a network of 67 faith-based, inner city middle schools in 27 states in the United States. Since 2008, Marian University has provided intensive summer training for new and returning teachers in NativtyMiguel schools. These teachers come in from all over the country for week-long seminars in standards-based lesson planning, differentiated instruction, classroom effectiveness, mathematics, and English/language arts literacy, and Response To Intervention (RTI). The contact for NativityMiguel is Terry Shields, Vice President for Program Development: tshields@nativitymiguel.org.

In 2009, Marian University entered into contract with the Indianapolis Private Industry Council to provide instructional services for YouthBuild Indy, a program that recruits, selects, and trains high school dropouts in two significant areas: 1) academic instruction

to pass the General Equivalency Degree (GED) program and, 2) carpenter apprenticeship through Habitat for Humanity. Through a differentiated staffing model, Marian University provided intensive instruction for the GED test. The results are remarkable. Youth Build is a national initiative with programs in several cities in the United States and the national pass rate on the GED exam is about 18% of test takers. In the YouthBuild Indy program, 75% of test takers passed the GED exam. For 2010, the contract has been renewed and increased by nearly 50% as YouthBuild Indy students' passage rate was highest in the nation. The contact for YouthBuild Indy is Brooke Huntington, President and CEO: bhuntington@ipic.org.

Also in 2009-2010, Marian University contracted with the Central Indiana Community Foundation to conduct a needs assessment and program evaluation of the Summer Youth Program Fund, a consortium of philanthropic funding agencies that provide support for 150 out-of-school and summer learning programs (Bardonner J., 2009). The study provided the rationale for a Marian proposal to the Community Foundation to establish the Summer Learning Institute at Marian University. Contact person is Roderick Wheeler, Executive Director of the Central Indiana Community Foundation: roderickw@cicf.org.

Personnel

Administrative

Turnaround Leaders Academy will function as an autonomous, stand-alone academy that draws resources from across the university, including the Schools of Business, Liberal Arts, Sciences and Mathematics, and Education, as well as the Center for Organizational Ethics, the Richard G. Lugar Franciscan Center for Global Studies, and the Center for Catholic Stewardship. Administrative responsibilities are delineated in the chart below and originate with the Provost of the University, Dr. Thomas J. Enneking. Operational responsibility resides with Dr. Lindan B. Hill, Dean of the School of Education, and with Drs. Loren Bertocci and Karen Spear, Deans of Sciences/Mathematics and the Center for Organizational Ethics, respectively, serving as advisors to the Director.

	Executive Director Dr. Thomas J. Enneking, Provost Ph.D. Civil Engineering, Univ of Notre Dame	
Co-Director Dr. Loren Bertocci, Ph.D. Human Biology, Washington State University	Director Dr. Lindan B. Hill, Ph.D. Special Education Purdue University	Co-Director Dr. Karen Spears, Ph.D. Ethics, Vanderbilt University

Reporting to the Director will be the Turnaround Leaders Academy administrative team, consisting of an Assistant Dean for the Academy, a Data Administrator and proper support staff. Additional personnel may be added as the Academy expands. Overall program assessment and evaluation will be conducted by an external agency – Sagamore Institute, Indianapolis, Indiana. The contact for Sagamore Institute is Jay Hein, President: 317.472.2050, or jay@sipr.org.

Faculty and Consultancy

No one person will serve as sole faculty for an entire Curriculum Strand. A team of faculty and consultants for each strand will be empowered to design and deliver instruction and assessment. These five teams will collaborate on and integrate their work products and will report to the Program Directors for Curriculum and Mentored Residency.

Teaching faculty will be compensated for design and delivery of the curriculum. Consultancy will be both compensated and non-compensated. Faculty and consultants will be identified from both within Marian University and from external sources. The following lists include, but are not limited to, potential faculty and consultants.

External

Layla Avila, Vice President, Teaching Fellows Program, The New Teacher Project, New York City, New York

Samuel Casey Carter, Senior Fellow, Center for Education Reform, Washington, D.C.

Dale Chu, Senior Advisor for School Leadership and Policy, Indiana Department of Education, Indianapolis, Indiana

Tom Galovic, Principal, Whiteland High School, Whiteland, Indiana

Dr. Ray Graves, Director of Licensing (ret.), Indiana Department of Education

Kent Keith, Chief Executive Officer, The Greenleaf Center for Servant Leadership, Westfield, Indiana

Jason Kloth, Executive Director, Teach For America, Indianapolis Corps

Angus McBeath, Superintendent (retired), Edmonton City Schools, Edmonton, Canada

Ryan Olson, Program Director, The Kern Family Foundation, Waukesha, Wisconsin

Dr. Glenn Pethel, Executive Director, Gwinnett County (GA) Public Schools, Quality+ Leaders Academy, Lawrenceville, Georgia

Dr. Pamela C. Rotto, Executive Director, PASSWORD Community Mentoring, Inc., Indianapolis, Indiana

Dr. Charles Schlegel, Principal, Challenge Learning Charter Academy, Indianapolis

Richard Smith, Peace Learning Center, Indianapolis, Indiana

Rob Smith, President, Eli Lilly Corporation Foundation, Indianapolis, Indiana

Brea Thomas, International Baccalaureate Program, Department of English, MSD Pike Township, Indianapolis, Indiana

Dr. Eugene White, Superintendent of Schools, Indianapolis Public Schools, Indianapolis, Indiana

Internal

Dean, School of Business (search will soon be complete)

Dr. Pierre Atlas, Assistant Professor of Political Science and Director, Richard G. Lugar Franciscan Center for Global Studies

Dr. Judy Bardonner, Assistant Professor, School of Education

Dr. Loren Bertocci, Dean, School of Science and Mathematics

Dr. Tom Enneking, Provost

John Finke, Vice President for Institutional Advancement

Anita Herbertz, Director of Human Resources

Dr. Lindan Hill, Dean, School of Education

Deborah Lawrence, Vice President and General Counsel

Fr. Daniel Mahan, Executive Director, Center for Catholic Stewardship

Nancy Meyer-Brown, Adolescent Literacy Supervisor, Teach For America

Dr. James Norton, Dean, School of Liberal Arts

Dean Peterson, Assistant Professor, School of Education

Katherine Rzepka, Director of Grants and Proposals Development

Dr. Karen Spear, Director of the Center for Organizational Ethics

Christine Squier, Marian University Director of Teach For America and The New Teacher Project

Corporate Capability

Marian University is the only Catholic liberal arts university in central Indiana. It is a private, co-educational school offering courses to both traditional and non-traditional students. Marian University is grounded in the Catholic intellectual tradition with a strong liberal arts foundation that has been the hallmark of a Marian education in Indianapolis since 1937. Marian's existing programs in nursing and education, and its emphasis on service to the community, provide the foundation for even greater contributions to the economic and cultural well-being of Indiana, the country, and beyond.

Executive leadership at Marian University has deep roots and profound involvement in central Indiana's corporate and civic communities. President Daniel J. Elsener serves on governing boards for many corporate and civic organizations, including both the Indianapolis Chamber of Commerce and the Indiana State Chamber of Commerce, Indiana State Board of Education, and Ascension Health Network, the largest hospital health care organization in the United States, among others.

Marian University of one of five Indiana universities that comprise the Science, Technology, Engineering and Math (STEM) Leadership Policy Group and Marian University Provost, Dr. Thomas J. Enneking, serves as a representative on that board.

Charter schools in the City of Indianapolis are organized and authorized through the Office of Education Innovation, in the Office of Mayor Greg Ballard. Dr. Lindan B. Hill, Dean of the School of Education, serves on the Mayor's Charter School Advisory Board.

Marian University sponsors many academic seminars and workshops, including the Advanced Institute for Science and Math; an annual Adolescent Literacy Conference for teachers and school leaders; and conferences about Servant Leadership through the Marian University Center for Organizational Ethics. Additionally, Marian University's School of Education collaborates with the Dyslexia Institute of Indiana in offering credit courses in Orton-Gillingham reading strategies, multi-sensory mathematics instruction, and Response to Intervention (RTI).

Given the nature of leadership studies for aspiring leaders and leader practitioners, conference space for small and large groups is essential. Marian has appropriate facilities to meet those needs. Classroom space is ample with both internet and videoconferencing capability. Larger group spaces can accommodate from 50 to 350 participants comfortably. Additional capacity includes distribution of netbook computers to all participants with both videoconferencing capabilities and web-based professional leadership communities through the Epsilen Learning Management System, very similar to The New Teacher Project and Teach For America professional learning communities. Finally, Marian University has five satellite locations around central Indiana with classroom and conference space available to accommodate groups of various sizes.

References

Dr. Tony Bennett, Superintendent, Indiana Department of Education, Indianapolis, Indiana, 317.232.6610.

Kira Orange-Jones, Executive Director, Greater New Orleans Teach For America, New Orleans, Louisiana. kira.jones@teacherforamerica.org

Ariel Rozman, President and Chief Executive Officer, The New Teacher Project, New York City, New York.arozman@tntp.org

Other Relevant Information

The Turnaround Leaders Academy has five characteristics that set it apart from existing programs and raises the bar for school leadership development:

1. The Turnaround Leaders Academy is an autonomous entity within Marian University with curricular and instructional resources from the Schools of Sciences and Math, Business, Liberal Arts, Education, the Center for Organizational Ethics, the Richard G. Lugar Franciscan Center for Global Studies, and the Center for Catholic Stewardship.

2. The program is concise, extremely rigorous, and delivered through synthesized components – onsite/online/supplemental research/mentored residency. Thus, the Turnaround Leaders Academy is extremely portable and can be delivered across the state.

3. Turnaround Leaders are integrated professionally through a web-based Epsilen Professional Leadership System with internet/video/audio capabilities.

4. As a first-of-its-kind, the Mentored Residency is a comprehensive, in-depth system of capacity building and learning growth support for Turnaround Leaders. LASER teams, consisting of school, business and civic representatives, provide two years of continuous support and resources for the leaders and the schools.

5. Marian University and the Turnaround Leaders Academy are full partners with leaders and their school communities in the transformation of low performing schools to high performing schools. They operate in full transparency and are accountable to all stakeholders.

Citations

National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for Education Reform.* Retrieved from http://www.2.ed.gov/pubs/NatAtRisk.

Carter, S. (2001). *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools.* Washington, D. C.: The Heritage Foundation.

Bardonner, J. (2009). *Summer Youth Program: Final Report.* Marian University.

EXHIBIT A: COST INFORMATION

DETAILED COST CATEGORY DELIVERABLE	COST
1.Recruitment, Selection and Placement • The respondent shall identify prospective TLA participants. • The respondent shall work with local school corporations and other key actors to strategically place participants within the lowest-achieving schools.	**$5000**. (Per participant)
2. **Training, Ongoing Monitoring and Support** • The respondent shall give TLA participants the knowledge, skills, tools, and support they need to lead a team and community towards the transformation of schools into places where all students are achieving academically.	**$35,000**. (Per participant)
3. **Add** Lines 1 **and** 2	**$40,000**.
SUBTOTAL A (Multiply the projected # of TLA participants that will be trained each year by Line 3. *Note: the projected number of participants should be between twenty and for.)* *$40,000 x 30 participants. Three-year total.*	**$ 1,200,000**
4. **Data and Accountability** • The respondent shall provide data on participants while enrolled in TLA and post-TLA. These data shall he reported directly to IDOE in substance, format, and intervals established by IDOE. These data shall include but are not limited to performance of individual TLA participants, academic performance of schools led by TLA leaders, and the effectiveness of teachers at schools led by TLA leaders. *$2000 x 30 participants per year x two years Mentored Residency*	**$120,000**
5. **Other** costs *(OPTIONAL)* • As part of providing a comprehensive bid proposal, the respondent may outline other related deliverables not specified above. Please describe: *$2000 x 30 LASER Teams during Mentored Residency.*	**$60,000**
SUBTOTAL B (Add Lines 4 and 5)	**$180,000**
TOTAL COST OF PROJECT SUBTOTAL A + SUBTOTAL B. *Three-year total.*	**$ 1,380,000**

Budget Narrative

1. Recruitment, Selection and Placement: A comprehensive Information and Recruitment Program will be developed and incorporated into four objectives:

   a. to illuminate the severity of the education problem in Indiana,

   b. to announce and publicize establishment of the Academy,

   c. to develop a world-class recruitment and selection protocol. and

   d. to develop and establish Mentored Residency LASER teams.

The Information and Recruitment Task Force (page 9) will develop an extensive marketing program to distribute both within and outside Indiana and will travel the state of Indiana, making presentations to community leaders about the Turnaround Leaders Academy and to solicit applicants. Costs beyond the initial budgeting cycle should decline as the Turnaround Leaders Academy develops greater public recognition.

2. Training, Ongoing Mentoring and Support: This budget category supports faculty and consultant salaries/expenses to develop and deliver coursework throughout the five Curriculum Strands (pages 9-14) and the development of the Mentored Residency Programs and delineation of responsibilities of LASER teams. Costs beyond the initial budgeting cycle should decline once course and program development is finalized.

3. Data and Accountability: This budget category supports one FTE Data Administrator that serves the Turnaround Leaders Academy comprehensively and the Mentored Residency teams specifically. Appropriate assessment selection, data analysis and program evaluation are included in this category.

4. Other costs: There will be thirty Mentored Residency Teams working with the Turnaround Leaders in their respective schools. This budget category supports in-building professional collaboration and development.

Sustainability

In order to attract top-quality applicants and to build long-term capacity for the Turnaround Leaders Academy, the inaugural class of 30 participants would receive 100% scholarships. The next class of 30 would receive 67% scholarships, the third class of 30 would receive 33% scholarships. It is anticipated that, by the fourth class, there will be no shortage of applicants willing to pay 100% tuition.